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ABSTRACT

The writing samples presented in this paper were selected from the portfolios of eighth-grade Vermont students as examples of the various points in Vermont's newly revised analytic writing assessment guide. The benchmark writing pieces in the paper, when used with the analytic assessment guide that begins the paper, are guideposts for assessing student work. The paper presents four benchmark pieces for each of the five "dimensions" of writing: purpose, organization, details, voice or tone, and grammar/usage/mechanics. Each benchmark piece is accompanied by a chart indicating whether the piece extensively, frequently, sometimes, or rarely incorporated the five dimensions of writing. (RS)

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8th Grade Writing Benchmark Pieces

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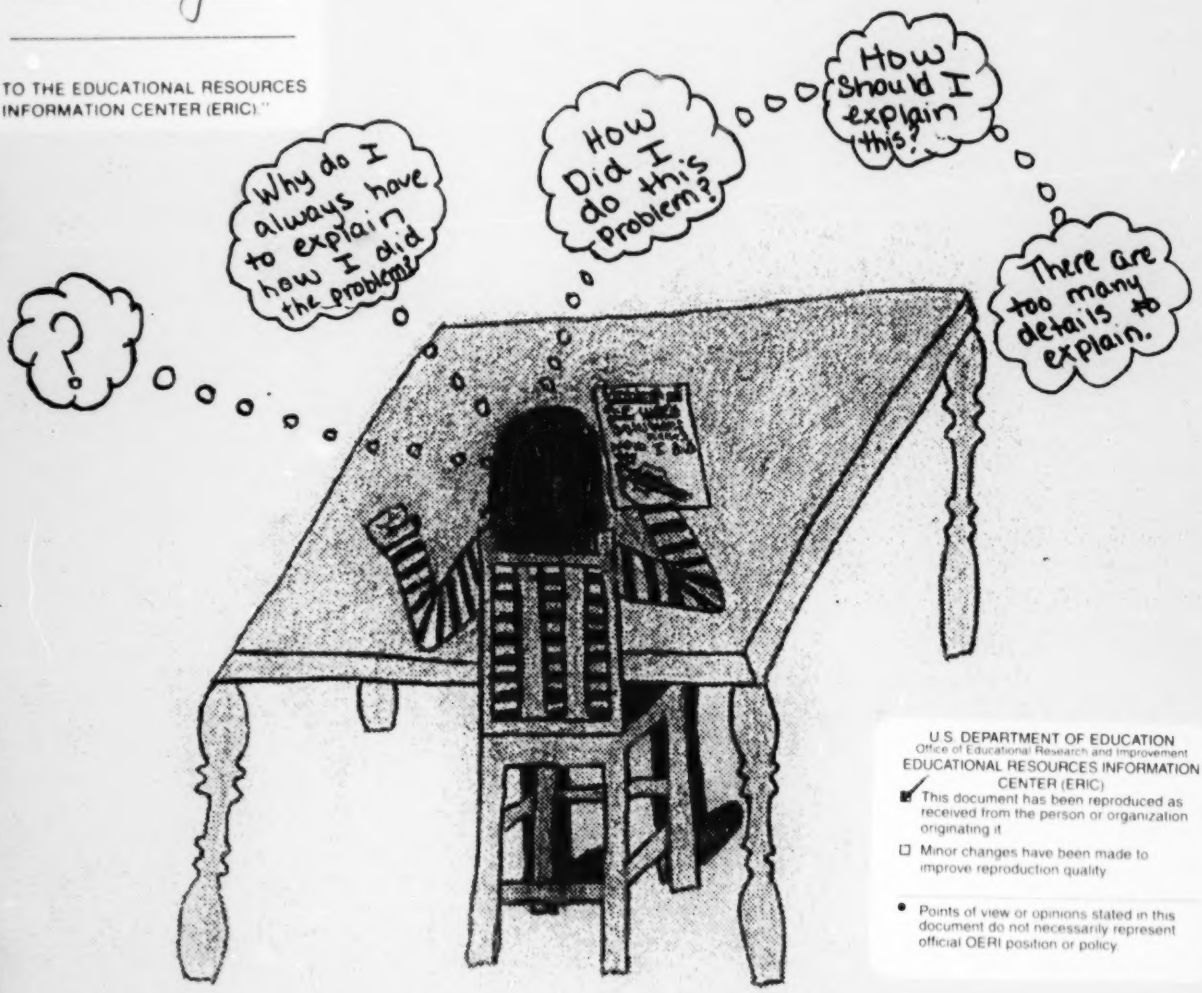
Why do I always have to explain how I did the problem?
How Did I do this Problem?
How Should I explain this?
There are too many details to explain.

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Purpose: Purpose refers to how adequately the author's intent is established and maintained within the writing. The purpose should stand on its own within a piece of writing, and not be dependent upon the reader's knowledge of the actual writing assignment. "Purpose" implies the purpose *within* the writing, rather than the purpose *of* the writing. Important factors that may contribute to the author's success in establishing and maintaining purpose include: consistent awareness of **audience**; consistent **focus** that is appropriate to the audience and the purpose.

Organization: Organization is the degree to which the writer's work illustrates unity and coherence. Writing that displays "unity" does not leave ideas or information hanging; "coherence" exists when sentences are logically and clearly related to one another, and appropriate transitions move the piece forward.

Details: Details contribute to the development of ideas, provide information, evoke images, and elaborate or clarify the content of the writing. When details are "elaborated," they are not simply listed: they advance the purpose of the writing!

Voice or Tone: Voice is the personality of a piece of writing. Tone is the attitude toward the subject, and should vary according to audience, purpose, genre and form. For example, a personal narrative may have a compelling voice and a research paper may have an engaging tone; both can reflect the personal involvement and choice of the author. One way to check for voice is to read a piece aloud: does it have a conversational tone, or a sense of unique involvement? In looking for appropriate tone, ask whether the writing projects a sense of authority or a stance that is consistent to the writing's purpose.

Grammar/Usage/Mechanics: the conventions of writing. In some cases, the writer may intentionally depart from conventional English; where such departure is effective, the writer may be judged to "show command of G/U/M." Where lapses from conventional English are not intentional, the reader should look for patterns. A single word, misspelled once or throughout a piece of writing, counts as a single error; when several words are misspelled, a "pattern of errors" is noted. Similarly, a single type of punctuation error throughout a piece should count as a single error; a variety of punctuation errors constitutes a "pattern." Writing at the "sometimes" level has errors that "distract" the reader — note that these are errors of Grammar/Usage/Mechanics, not of organization or purpose. In a "rarely" piece, the G/U/M errors not only distract, they interfere with the reader's understanding of the writing.

Vermont Writing Assessment

Analytic Assessment Guide

	Purpose	Organization	Details	Voice or Tone	Grammar/Usage/Mechanics
In assessing, consider...	...how adequately intent and focus are established and maintained (success in this criterion should not depend on the reader's knowledge of the writing assignment: the writing should stand on its own)	...coherence: ...whether ideas or information are in logical sequence or move the piece forward ...whether sentences and images are clearly related to each other (Indenting paragraphs is a matter of Grammar/Usage/Mechanics)	...whether details develop ideas or information ...whether details elaborate or clarify the content of the writing with images, careful explanation, effective dialogue, parenthetical expressions, stage directions, etc.	...whether the writing displays a natural style, appropriate to the narrator ***...or*** whether the tone of the writing is appropriate to its content	...the conventions of writing, including: *Grammar (e.g. sentence structure, syntax) *Usage (e.g. agreement and word choice) *Mechanics (e.g. spelling, capitalization, punctuation)
Ask how consistently, relative to length and complexity...	intent is established and maintained within a given piece of writing.	the writing demonstrates coherence	details contribute to development of ideas and information, evoke images or otherwise elaborate or clarify the content of the writing	an appropriate voice or tone is established and maintained	As appropriate to grade level, command of conventions is evident, through correct English or intentional, effective departure from conventions
Extensively	Establishes and maintains a clear purpose and focus.	Organized from beginning to end, logical progression of ideas, fluent and coherent.	Details are pertinent, vivid or explicit and provide ideas/ information in depth.	Distinctive personal expression or distinctive tone enhances the writing.	Few or no errors present; ***or*** departures from convention appear intentional and are effective.
Frequently	Establishes a purpose and focus.	Organization moves writing forward with few lapses in unity or coherence.	Details develop ideas/information; ***or*** details are elaborated.	Establishes personal expression or effective tone.	Some errors or patterns of errors are present.
	Yes / ***Is author's focus clear within the writing?*** / No	Yes / ***Does the organization move the writing forward?*** / No	Yes / ***Do details enhance and/or clarify the writing?*** / No	Yes / ***Can you hear the writer? Or, is the tone effective?*** / No	Yes / ***Does writing show grade-appropriate command of G/U/M?*** / No
Sometimes	Attempts to establish a purpose; focus of writing is not fully clear.	Lapse(s) in organization affect unity or coherence.	Details lack elaboration, merely listed or unnecessarily repetitious.	Attempts personal expression or appropriate tone.	Numerous errors are apparent and may distract the reader.
Rarely	Purpose and focus not apparent.	Serious errors in organization make writing difficult to follow.	Details are minimal, inappropriate, or random.	Personal expression or appropriate tone not evident.	Errors interfere with understanding.

NONSCORABLE

- **** is illegible:** i.e., includes so many indecipherable words that no sense can be made of the writing, or*
- **** is incoherent:** i.e., words are legible but syntax is so garbled that response makes no sense, or*
- **** is a blank piece of paper***
- **** For Portfolio:** Does not have required minimum contents*

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Introduction

The writing samples that follow were selected from the portfolios of eighth grade Vermont students as examples of the various points on Vermont's newly-revised analytic writing assessment guide. These benchmark writing pieces, when used with the analytic assessment guide, are guideposts for assessing student work.

The Vermont Department of Education expresses its deep gratitude to the anonymous student authors of the following pieces, and to their teachers and parents for granting us permission to publish these works.

The Department also wishes to recognize the considerable efforts of its writing network leaders and especially to thank those network leaders who served on the 1994 benchmarking committees:

Fourth Grade
Betty Boudreau
Susan Collins
Nioka Houston
Jeanne Korstange
Shayne Trubisz
Ann Rex
Susan Biggam

Eighth Grade
Andrew Green
Hasse Halley
Gordon Korstange
Irina Markova
Joyce Roof
Joan Simmons
Mimi Brailsford
Geof Hewitt

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Purpose

In assessing, consider...	...how adequately intent and focus are established and maintained (success in this criterion should not depend on the reader's knowledge of the writing assignment: the writing should stand on its own)
Ask how consistently, relative to length and complexity...	intent is established and maintained within a given piece of writing
Extensively	Establishes and maintains a clear purpose and focus.
Frequently	Establishes a purpose and focus.
Yes	
Is author's focus clear within the writing?	
No	
Sometimes	Attempts to establish a purpose; focus of writing is not fully clear.
Rarely	Purpose and focus not apparent.

School

Im not sure what I do think of school, but I do know one thing that its BORING. Some classes are alright like Social Studies I think that class is fun because I like the teacher and she doesn't give us that much homework. the class I hate the most is Science.

In other ways I think is to get an education to graduate from high school and go to college. The last minute bell is fun because you get to talk to your friends. In my opinion I think some teachers give us way to much homework.

School

P - Is this piece about what the author feels about school or what school is for? School is the *topic*, but the purpose is not apparent.

G/U/M - Errors interfere with understanding, especially in second paragraph.

School					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively					
Frequently					
Sometimes					
Rarely	Purpose and focus not apparent	✔	✔	✔	✔

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Response Paper on Juvenile Justice

I think that juveniles should get an equal or a lesser charge in a deliquent act then an adult would. For example the Gault case where Gerry Gault made an obscene phone call, Which if an adult made the call he or she would have got a penalty of 30 days and a fifty dollar fine. Gerry gault got six years incaraceration for the obscene phone call.

When a parent or the parents get notified by an officer of the law that thier child is in jail the parent or the parents should come and pick them up quickly. In December 1982 a fifteen year old, Robbie Horn hung himself in a Kentucky jail where he had been for thirty minutes. On page five in the reading it says that parents do not reconize the danger, hoping that a taste of jail will scare them straight.

In some cases I agree with the system. I think some kids should get help with thier problems, may it be drugs, or stealing, but not six years for an obscene phone call. So you see we do not have a perfect Juvenile correction system yet, Maybe we will some day.

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Response Paper on Juvenile Justice

P - The relationship of the paragraphs isn't clear: focus muddied.

D - Details lack elaboration, some are random, fail to support ideas/information. Listing.

V/T - Tone is not effective, although some personal commitment (Voice) comes through in "a taste of jail will scare them straight."

Response Paper on Juvenile Justice					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively					
Frequently					
Sometimes	Attempts to establish a purpose; focus of writing is not fully clear	✔		✔	✔
Rarely			✔		

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The Winning Point

Running up the field, dribbling the soccer ball, I felt the muscles in my legs get tense but stronger because I'm in control of the ball. It's in front of me and I have to block out all of the cheers and screams of my teammates and the opposing team. I have to pretend they're not there, so I can protect it from the enemy team. All I can think about is making a goal.

The pressure increases as I speed down the field, the seemed so far away.I feel the other team approaching, and my mind becomes blank with only one thing: make a goal. My heart's beating like mad because I'm right at the goal. I kick. I score! All of my apprehensions and fears dissolve as my team cheers me on when I make the winning point.

The best part of the game was not scoring and winning, but the teamwork and the way we worked together throughout the game to make it all happen.

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The Winning Point

P - Focus drifts: last paragraph drifts.

O - Without the last paragraph, piece would probably be an "E" in O, but there's no mention of teamwork until the last paragraph. All preceding narrative is focused on "I."

G/U/M - Tense shifts.

The Winning Point					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively					
Frequently	Establishes a purpose and focus	✔		✔	✔
Sometimes			✔		
Rarely					

PROCRASTINATION

What do I have strong feelings about?
Procrastinating

I am the world's leading procrastinator. If you looked in the dictionary under procrastinate it would say see: Rebecca Feinberg.

I am a procrastinator! I do procrastinate! I can procrastinate anytime, anywhere, anyhow! I procrastinate constantly. I procrastinate in everything I do. I put things off and save them for later. I procrastinate from doing laundry, washing dishes, stacking wood, pulling weeds, doing school work, practicing my clarinet! I even procrastinate from procrastinating!

Procrastinating is my biggest problem. I keep procrastinating and procrastinating and putting off and putting off, until I am so overwhelmed with things that have to be done I have a nervous breakdown and nervous breakdowns don't help at all.

I hate procrastinating, but I always do it. I have tried everything I know. I make schedules. I make lists. I ban myself from procrastinating activities all together. Nothing ever works! I always find some way of procrastinating and all that procrastinating comes back at me later, when I can't procrastinate anymore.

Someday I hope to find a final end to my procrastinating and when I do I will have a huge celebration and contribute whatever may be left of my life to stopping procrastination!

Procrastination

P - Maintains a clear purpose and focus: strong feelings about procrastination.

O - Writing moves forward; piece is fluent and coherent.

D - Details are not pertinent and vivid, but do support ideas and information.

V/T - Commitment to subject brings out personal expression.

G/U/M - Few errors relative to length.

Procrastination					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively	Establishes and maintains a clear purpose and focus	✔		✔	✔
Frequently			✔		
Sometimes					
Rarely					

Organization

In assessing, consider...	...coherence: ...whether ideas or information are in logical sequence or move the piece forward ...whether sentences and images are clearly related to each other (Indenting paragraphs is a matter of Grammar/Usage/Mechanics)
Ask how consistently, relative to length and complexity...	the writing demonstrates coherence
Extensively	Organized from beginning to end, logical progression of ideas, fluent and coherent.
Frequently	Organization moves writing forward with few lapses in unity or coherence.

Yes

Does the organization move the writing forward?

No

Sometimes	Lapse(s) in organization affect unity or coherence.
Rarely	Serious errors in organization make writing difficult to follow.

Sci-Fi

Science fiction has to do with technological advancements. If it doesn't happen in the present real world then it will happen in Sci-Fi. Sci-Fi is what created the dream of how to get to the moon. Sci-Fi is the dreams of people who have sought to make the future.

So what exactly is Sci-Fi? Science fiction is something new, something modern, and almost always has to do with new technologies and lasers. Then why do we have it? Is the next question you ask. I can not answer this question exactly right for everyone. But I think it's to add a little mystery to our lives. For Exsample stuff we don't know about (mysteries to us) are then made by a lab in Vermont then studied untill we know all about them.

In conclusion,I think that Sci-Fi will be the basis of all the new technological advancements soon to come out in the near and far future. Without Sci-Fi, civilization we would go nowhere fast. We'd be a clock unwound. For instance we'd probably still be using abacuses if it weren't for Sci-Fi (in this we would be talking about computers and calculators being created in Sci-Fi then finally in the real present day)

Sci-Fi

P - Conflicting purposes in first paragraph.

O - More than "lapses," there are "serious errors" in organization. (Read the piece aloud to hear the organization problems.)

D - Ideas are not developed; very few details at all, they are random and inappropriate when located.

V/T - Some voice comes through: "Then why do we have it? Is the next question you ask."

G/U/M - The principal mistakes are in sentence structure. The piece shows some command of conventions, but not of syntax.

Sci-Fi					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively					
Frequently					
Sometimes	✔			✔	✔
Rarely		Serious errors in organization make writing difficult to follow	✔		

THE WILDERNESS

When I go to bed in my tent I feel the hard rocky ground, cold and rough.I am in my sleeping bag.It's warm but not quite as comfy as my bed at home.I have a little something that reminds me of home,like a pillow and stuffed animal.After a long night's sleep,I wake up and feel a crick in my neck and a back ache.

I get out of my tent and stretch.I take my first deep breath of cool,fresh air.I hear the birds singing their songs.The crisp sun warms my face.The smoke from the fire burns my eyes,but I don't mind.I can get so many good things out of fire like food,warm heat,and contentment.

When I am camping,I feel happy and free.I love the feeling of being with nature and feeling free to do what I want.Camping makes me happy because I feel like I don't have any problems;I leave them all at home.When I'm at the fire {usually at the left corner}I listen to the crackle of the fire.The heat usually gets to me so I have to move back.The time I always think is at night with me,the stars and the big sky.I usually think about my family and what school is going to be like in the following year.The night was cold,but I had a good time.I may do it again sometime!

The Wilderness

P - In view that this is a "generic" camping trip, purpose and focus are established.

O - Last sentence refers to *what?* Zig-zag between fire (paragraph 2) and later in final paragraph.

D - Details are elaborated: see first paragraph.

G/U/M - Word choice: "When I'm at the fire ... I listen to the crackle of the fire. (Repeated words); tense shift in final sentence. Two or three comma errors.

The Wilderness					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively					
Frequently	✔		✔	✔	✔
Sometimes		Lapse(s) in organization affect unity or coherence			
Rarely					

The Christmas Tree Accident

It was only the middle of December and the snow was about 2 feet deep and was still falling. It was a family tradition that our whole family went out to the mountains to get a Christmas tree. It was late Monday night about 3 or 4 o-clock when we went out to get a tree. I went ahead of all my other family members to get a good start on my tree hunt. I knew I wasn't too far ahead because I could hear my sister Sassy. After awhile Sassy caught up and helped me look for a tree. We found a tree hours later and it was starting to get dark. My sister wanted to wait till morning to cut it but I insisted on cutting it then and then to drag it back. Well my mouth and actions got me in trouble. As I started sawing away at the trunk of the tree my sister started getting worried about me being under the tree because it was so big. Well I wasn't about to stop so I kept sawing until it was about an inch of being ready to fall over. I started to get up and the tree all of a sudden collapsed on me. I was blacked out for atleast half an hour when my sister came back with help. My grandpa was standing over me looking and feeling for and dislocated bones or bumps. I heard him say that my leg was broken and out of place. I

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couldn't move my head because the strike of the tree put me in a deep freeze. It was atleast an hour when I was being uncovered by my pa who was bursting in tears praying for me to be alright. Well I did make it home but I had to go to the hospital to get my leg checked out. My leg was broken but I didn't care I wanted to get the tree. My granpa and pa were talking and thought that I might be able to get home to the tree standing nice and tall. I told my dad yes that I would like him to do that. Then I was home weeks later with my family on Christmas Eve.

The Christmas Tree Accident

P - Purpose/focus clear and maintained.

V/T - Attempt at personal expression ("my mouth and my actions got me in trouble"), but no sense of writer's feelings about all this.

G/U/M - Lack of indenting, missing commas, some spelling errors, but these do not distract.

The Christmas Tree Accident					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively	✔				
Frequently		Writing moves forward with few lapses in unity or coherence			✔
Sometimes			✔	✔	
Rarely					

"The Carnival Box"

I walked into my grandmothers house softly, cautiously, curiously, floated myself through the kitchen. I see the door in the kitchen that had always nagged me as to what it was, but I never dared to be so rude as to open the door. I had always thought it to be a closet, but as I opened the door, creaking, after not being used for years I was astonished by the flight of stairs. Slowly I made my way up the weak steps. Looking around I saw a room full of treasures. A victrola, trunks and trunks of clothes, boxes of hats, boots, racks of parasols and dresses, slips and gloves. There was also tons of tools, pictures and other things from the past century.

As I look around my eyes come to a small box covered with dust and cobwebs, hidden behind a rack of dresses from the late 1800's. I can see the age as I step forward towards the box. I brush it off seeing designs of clowns, balloons, ferris wheels and a carousel. It is a beautiful porcelin white box with rounded out sides. I lift up the lid to hear music from a carousel and I can see it go round and round. The music dies after a while after not being wound up. Although my grandmothers attic is filled with cobwebs and covered with

dust, and look into the box the house comes to life again. I can hear my great ancestors getting ready for the country fair.

I look into the box and see a baby's spoon. Just then I hear a baby's cry and the mother rush to comfort it. Sisters are clanging along with the shouts for the cereal, the bread and juice. Everyone is excitedly trying to make themselves heard as they say what they think is the best part of the fair.

I look in the box again, seeing a cardboard box for popcorn. I listen to the shout of a tall, thin man with a mustache next to an old fashioned popcorn machine shouting "Popcorn! Popcorn! Get your fresh popcorn!" He hands a carton of popcorn to a little girl who looks exactly like I did when I was 5 years old. Her six other brothers and sisters are crowding around their father begging as the little girl escapes to a nearby bench. Carefully she places her popcorn on the seat so she can climb onto the bench.

I see what other memories this box holds, and see a small teddy bear. The vision of a boy about 13 comes before me. He has just stepped up to the throwing

booth, his family cheering for him. He tightly grips the ball concentrating as he slowly takes aim and then throws the ball at the milk bottles. Every one of the milk bottles is exploded to the ground, half of them breaking by the impact of the ball. He picks out a teddy bear for his talent, which he then hands to his youngest sister, Claire's arms. Everyone congratulates him as they all walk off together to the ferris wheel.

I seeked the last item in the box, a young ladies handkerchief. I hear the sound of the carnival steam engine and the call of the conductor shouting "All aboard!" The Cipreno family loads onto the train. Jacob, who is 16 sits across from a beautiful young girl, Marie. They start talking to each other and after a while they are so absorbed in each other they don't notice anything else. They can tell each other anything. Jacob tells her his secret dream of going to England. Marie is amazed to find someone who finally feels the way she does. How dignified, how classy, and so romantic England is. They are torn from each other at the end of the train ride, parting forever. She takes her handkerchief and tucks it into his breast pocket. "See you in England" she

softly whisper as her parents called her away.

"Mommy! Mommy!" I'm woken out of my trance by my daughter.

"I'm right up here Katy. I'll be right down." I suddenly realize that this is not a house filled with junk and antiques to be sold. Generations have lived in this house, my ancestors. I felt honored my grandmother had given the house to me in her will. I start down the stairs and as I leave I can hear the voices. "We're glad you're here Eliza. We're glad you're one of us."

The Carnival Box

P - Author maintains focus on connection to the house.

O - Apparent digression (Marie and Jacob) may be seen as a lapse, but in such a long piece, this enhances the narrative.

V/T - Distinctive tone, enhanced by choice of details. A strong picture of the narrator emerges.

The Carnival Box					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively	✔	Organized from beginning to end, logical progression of ideas, fluent and cohesive	✔	✔	
Frequently					✔
Sometimes					
Rarely					

Details

In assessing, consider...

...whether details develop ideas or information

...whether details elaborate or clarify the content of the writing with images, careful explanation, effective dialogue, parenthetical expressions, stage directions, etc.

Ask how consistently, relative to length and complexity...

details contribute to development of ideas and information, evoke images or otherwise elaborate or clarify the content of the writing

Extensively Details are pertinent, vivid or explicit and provide ideas/information in depth.

Frequently Details develop ideas/information; ***or*** details are elaborated.

Yes

Do details enhance and/or clarify the writing?

No

Sometimes Details lack elaboration, merely listed or unnecessarily repetitious.

Rarely Details are minimal, inappropriate, or random.

"I think they thought ..."

1. _____ was settled in 1792. Why do you think early settlers chose to live in _____? Why have people continued to live in _____

I think they thought that it could turn out to be a good place to live. There was water and food. There was a lot of open space to raise children and grow crops. They've continued to live in _____ because it's growing, getting bigger. There's more job opportunities. It's a place to call home.

"I think they thought ..." (Untitled)

P - Piece does not stand on its own.

O - No sequencing. Sentences could be in any order.

D - Details are minimal.

V/T - No involvement; tone absent.

G/U/M - Patterns of errors (spelling, contractions), plus other errors.

"I think they thought ..." (Untitled)					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively					
Frequently					
Sometimes					✔
Rarely	✔	✔	Details are minimal, inappropriate, or random	✔	

Hats off in School!

We should be able to wear hats in school.
They keep long hair out of our faces while we are in school.
If we are having bad hair days, like our hair is really messy, so we want to hide it, we wear hats. It helps keep things out of our hair. It helps protect our hair and our heads.
I don't see why we should not wear hats in school just because it shows respect toward other pople. It does not hurt anyone.
Why can't we wear hats in school if the high school can?
We can wear them out side of school so why can't we wear them inside of school?
It looks a lot better and it goes with the suit your wearing.
So why can't we wear hats in school?

Hats off in School

P - Purpose and focus established and maintained in this short piece.

O - Lapses in organization.

D - Listing. No elaboration. No consideration of contrary opinion.

V/T - Not "distinctive," but involvement comes through in thoroughness of author's argument.

Hats Off in School

	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively	✔				
Frequently				✔	
Sometimes		✔	Details lack elaboration, merely listed or unnecessarily repititious		✔
Rarely					

"You Hop on Your Snowmobile..."

You hop on your snowmobile and let your imagination run wild. As you sit on your machine you feel it's power run through you. You take off and leave the rest of the world behind you in a cloud of snow. You feel like you've just been shot out of a cannon. You are racing at 70 miles per hour.

You enter the woods and slow down to 20. You follow an old logging trail. You climb your way up the logging trail.

You get to the top of the trail. The trail splits into two ways. You go to the right side. There are lot's of trees, so it's real dark. You switch on your headlight and make your way through the woods.

The trail leads into the field that you started out in. You decide that it's time to head back to your truck. You go around the outside of the field to make it a little more exciting. Your headlight shines the way through the dark open field.

Then suddenly, the ground underneath you disappears and you are flying through the air. You crash into the other side of a gully. Your helmet flies off and the front of your snowmobile is crushed. You get your helmet, and get back on your snowmobile. But your snowmobile won't start. The ski is broken, and part of the track is separated. You throw your helmet down with anger and walk back to your truck. You drive your truck to your broken down snowmobile and push it into the back of your truck.

"You hop on your snowmobile ..." (Untitled)

P - Second person may at first confuse reader as to whether this piece is intended to give instruction or show the joys of snowmobiling, but purpose and focus are maintained.

O - A weak lead sentence, and some confusion on the antecedent of "it" in third sentence of fourth paragraph.

V/T - Readers were evenly split between a "Sometimes" and a "Frequently." In this piece, the use of second person creates difficulty finding voice.

"You hop on your snowmobile..." (untitled)					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively	✔				
Frequently		✔	Details develop ideas/information; *or* details are elaborated	✔	✔
Sometimes					
Rarely					

The Storm

The heavy mist
Is lifting from the mountains,
Like the spirits escaping
Their mortal bodies.
While the rain
Hammers to the earth.
As someone
Cries bitterly in a faraway room.
But then,
The golden sun
Breaks through the tears.
The clouds tremble away
And someone
Is laughing again.

The Storm

P - Strong focus draws comparison between a storm and human emotions.

O - Fluent and cohesive.

D - Strong verbs and vivid details create images.

V/T - Personal commitment comes through.

G/U/M - Punctuation is not used in a sufficiently consistent fashion to demonstrate the "intentional departures" of an "Extensively."

The Storm					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively	✔	✔	Details are pertinent, vivid or explicit and provide ideas/ information in depth	✔	
Frequently					✔
Sometimes					
Rarely					

Voice or Tone

In assessing, consider...	...whether the writing displays a natural style, appropriate to the narrator ***...or*** whether the tone of the writing is appropriate to its content
Ask how consistently, relative to length and complexity...	an appropriate voice or tone is established and maintained
Extensively	Distinctive personal expression or distinctive tone enhances the writing.
Frequently	Establishes personal expression or effective tone.

Yes

Can you hear the writer?
Or, is the tone effective?

No

Sometimes	Attempts personal expression or appropriate tone.
Rarely	Personal expression or appropriate tone not evident.

"I get up in the morning ..."

I get up in the morning and the first thing I do is get dressed. Then I do my hair and brush my teeth. Then I watch TV. Then it's time to go to school. I call my friend and she meets me at the bus stop. I get on the bus and go to school. And at 2:15 I go home. I get off the bus and walk home I get a snack and do my chores. After I do my homework. Then I help make dinner. After we're done eating, I clean off the table and then I go to a friends house or I walk around. At 7:30 I go home and watch TV or play nintendo. Then I take a shower, I get in my pajamas, and brush my hair. Then I watch some more TV until I'm ready to bed.

"I get up in the morning ..." (Untitled)

P - The "purpose," to tell about a daily routine, is clear, but, giving equal weight to each activity, the piece has little focus.

O - A "cradle to grave" piece, with few lapses, but not a fluent piece with logical progression of ideas.

"I get up in the morning..." (untitled)					
	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively					
Frequently		✔			✔
Sometimes	✔				
Rarely			✔	Personal expression or appropriate tone not evident	

BEST COPY AVAILABLE

Fantasy Reading

I love fantasy books. My first Fantasy books were The Narnia Chronicles by C.S. Lewis. I got hooked on fantasy in the fourth grade when our teacher, M r read The Lion, The Witch, and The Wardrobe to us.

One of the most extensive fantasy companies is TSR. TSR makes all the Dungeons & Dragons roll playing games and the books of the Dragonlance saga, the Dark Sun world, and The Forgotten Realms fantasy adventures. Dark Sun is set on the desert world of Athas, where there are seven major cities ruled by seven immortal sorceror-kings. Slavery is a way of life on this deadly planet. The Forgotten Realms is set on Faerun, a world much like our own(in terms of land). Dragonlance is set on the world of Krynn, a world which is also much like our own.

Two of my favorite TSR writers are R.A. Salvatore and Troy Denning. My favorite non-TSR writer is Terry Brooks.

I am an expert at fantasy reading because I have read many fantasy books. Also sometimes when I read fantasy I slip into the book as if I am a bystander watching things happen and I can even become the hero of the story.

Fantasy Reading

P - Second paragraph not clearly related to rest of piece; purpose and focus not fully clear.

O - In this paper, the purpose and organization problems are linked.

D - Listing without specificity.

V/T - Last sentence provides evidence of an attempt at personal expression.

Fantasy Reading					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively					
Frequently					✔
Sometimes	✔	✔	✔	Attempts personal expression or appropriate tone	
Rarely					

Broken Hearts

It was a bright, warm sunny day in a little town called Eastinam. A boy about ten years old was climbing into an old aban doned house. This boy name was Jordan. Jordan had just moved into town and was exploring an old farm house. The farm house was big and run down. All the shutters had fallen of and the white paint had almost fully peeled of. This house seemed sad and lonely, like it needed someone to belong to.

Jordan climbed into the house through the old broken window when Jordan got inside of the house he could tell it was very old. Old red Velvet fournature was covered up with white sheets. Jordan climbed up the long windy stairs until he came to a big bed room. It was beatiful. It had a big window with long silk curtains, a rockin chair, many old books, and a grand bed for the size of a five year old. In the corner of this room was a big walk in closet. In the closet was clothes for a little girl. Fluffy dresses, cute little skirts, and puffy sleaved silk blouse. Everything in this room was so wonderful. Though the room was grand their was something about it that made him sad and lonely. Something wasn't right. In the corner of the closet was a wooden box about the size of a shoe box. In the wooden box was a bunch of old, black and white, pictures. One picture caught the eye

of Jordon. It was a picture. This picture had an older looking man with dark skin. blond hair and around thirty. The man was dressed in an old captain uniform. Next to the man was a young beautiful with long blond hair medium height and fair skin. The women could be no older than twenty. Down by their feet was a little girl that looked just like her mom. (But younger) This family looked so happy and loving. On the back of the picture was some light cursuve writing saying "The family. 1881.

Jordan grabed this picture put it in his pocket and ran home. For it was time for lunch and he could hear his mother calling.

The next day Jordan got out of bed, got dressed, and went down stairs. Jordan told his mom he was going to the town hall to look up some old records.

The day before when Jordan found all these old picture he became very covrious of what happened to them. Why this horse seemed so sad and lonely. and what happened to the family that was in the picture.

When Jordan got to the town hall he went to the historical section on people in Fastham's Past. Jordan pulled out the file and looked under - - Their was only one file on a family

named

In the file it said that the fathers name was Phil, and the mothers name was Holly. The daughter of Phil and Holly named Jerusha

The father was a captain of a ship. In his young years a young lady by the name of Rebecca Foster fell in love with Phil. Phil was always in love with Holly. Holly and Phil got married and had a daughter named Jerusha. While Phil was away at sea Rebecca snuck into Phils house and killed Holly and Jerusha. She did this thinking that when Phil got back back he would marry her. Well she was wrong. When Phil got back from sea he found Holly and Jerusha dead in Jerusha's room. His heart was so broken that he could not bare the pain. He killed himself. Rebecca seeing what she had down slowly went in sane and ran away, to never be seen again.

Jordan put away the file and slowly headed home. Jordan understood now why everything seemed so sad and lonely. Why the house was the way it was. The ___ were a happy family. Jordan wasn't feeling sorry for them dying. But was sad for the little girl not having a chance to live her life the way it should have. To grow up, to have kids. This child never had that chance that we did.

BEST COPY AVAILABLE

Broken Hearts

O - Lapses where condition of room is described, and in second paragraph ("grabbed the picture"). See bottom of page 2 where "picture" is mentioned over and over, slowing down the progression.

D - Relies on adjectives; not all of them are pertinent.

V/T - Personal expression is stronger in first half than in second. The story within a story loses voice.

Broken Hearts					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively	✔				
Frequently		✔	✔	Establishes personal expression or appropriate tone	✔
Sometimes					
Rarely					

Ivy

The great Hroshiga Medlar IX surveyed his Neverin Ivy plants before entering his house. They were progressing nicely and made a beautiful contrast to the stark red desert behind his house.

Lt. John Howes, Terragen Marine, was just firing his orbiting boosters in the black space above Mars. His mission was to be one of establishing contact with the Martian culture that had been detected on the surface.

The ship blazed out of the sky and lowered itself onto the promenade outside of the water temple. Hroshiga Medlar IX took notice of the ship only because he knew he would soon have to perform an adoption ceremony with the creature in the ship.

March 17, 2318 Personal Diary of John Howes

All seems to be going well. The natives have taken me in and, if I understand correctly, I will soon be "adopted." Apparently this is a great honor and I will do my best to act accordingly.

Hroshiga Medlar IX looked up the long table to where the "human" sat. Remarkably, the human was attempting to consume the food and emulate the manners of Hroshiga Medlar IX's people. What remarkable creatures, these humans, to attempt to perform alien tasks so readily.

March 18, 2318 Personal Diary of John Howes

I managed to choke down some of the Martian food last night. The Martians are definitely nice, civil creatures, if a little odd. Towards the end of the meal, a Martian came to me and conveyed that I should come to the water temple in the morning. He left and the rest of the Martians followed. Taking the hint, I exited.

Hroshiga Medlar IX led the naked little biped to the water chamber and conveyed the message that he should submerse himself. An assistant pressed a button and a sheet slid over the water, ensuring that no air would intrude upon the "human" and his thoughts.

Howes pounded furiously on the metal but there was no response. Slowly, his consciousness departed.

Hroshiga Medlar IX stood on his doorstep and pondered why the "human" had been so limp when they had unsealed the waterchamber the next day. Why didn't he respond? Oh well, it was not his problem to worry about.

Ivy

P - Purpose is to amuse/entertain, and focus is well-maintained.

V/T - Diary tone and the tone of a report are both captured.

Ivy					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively	✔	✔	✔	Distinctive personal expression or distinctive tone enhances the writing	✔
Frequently					
Sometimes					
Rarely					

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Grammar/ Usage/ Mechanics

In assessing, consider...	...the conventions of writing, including: •Grammar (e.g. sentence structure, syntax) •Usage (e.g. agreement and word choice) •Mechanics (e.g. spelling, capitalization, punctuation)
Ask how consistently, relative to length and complexity...	As appropriate to grade level, command of conventions is evident, through correct English or intentional, effective departure from conventions
Extensively	Few or no errors present; ***or*** departures from convention appear intentional and are effective.
Frequently	Some errors or patterns of errors are present.

Yes

Does writing show grade-appropriate command of G/U/M?

No

Sometimes	Numerous errors are apparent and may distract the reader.
Rarely	Errors interfere with understanding.

Albert Einstein

On March 14, 1879, In Ulm Germany a man who would greatly effect the world was born. his name was Albert Einstein. He had devish parents. Albert was very shy and curious, when he was a child. He was always a genius and discorded the theory of relatively.

Albert,s early education was received at home from his uncle. He was enrolled in St. Monica's Elementary School Where his favorite classes were discorded, math and science. Albert didn't particularly like his teachers so he often skipped classes. HE preferred to study on his own. At the age of 17 Albert had completed high school and Technical collage in Switzerland. After gradation he became a patent officer at the age of 22.

in 1903 Albert married Milera Marre, and had 2 son. They were divorced and Albert married his cousin in 1919.

Albert interests included sailing and music. he had a great sense of humor and was noted for his love of life and his trustworthy noture. He was strongly against war, because he thought that no country was better then a another. It comes as no no surprize, then to learn that Albert hated Hitler and the Nazis.

They in turn hated his bleifs and even burned all of his property. Shortly after this accrued, Einstein moved to the U.S. and became a citizen.

Albert published five major papers in a German journal. He redefined the Theroy of Relativily. He also created the formula of "E=MC2. The E is inhenrent in a mass. M equals the mass mutillplied by the velorual of light squared. The formula shows a small particle of matter is equivalent of engery" He allso made parts which were used in the television. The third paper foundation the photon. Teh forth paper chonged the way man looked at the universe. All the papers elevated Einstein to a respected physiest.

Most of Albert discovers proved he was a genius. HE discorded the: Capillarty, Bronuar movements, Photoetrie effect, Special Relativitaly, Grenal Reltivialy, Quantim Thor, Cosmolgy Eugasen of movement. The most important was the Thor of Rolitivaly.

IN 1919 he became even more famous when the Rolay Society of London proved his theory of Relitialy was correct. 1921 he got an award for his discorives and allso the noble prize which had nothen to do with his Thor of Relitialy.)

Albert spent the rest of his life in an unsuccessful way to try to expane all of the proprites of matter in one mathimatical formaul. HE died in 1955.

I really enjoyed reserching Albert Einstein. I have come to admier his love of leading. I respect his desire to learn on his own. Albert is a very successful person And A fighter.

Albert Einstein

P - The subject of this piece is clear, but is the focus on Einstein, or his love of learning, or his genius? A good attempt at providing focus in fourth paragraph.

G/U/M - Errors overshadow everything, even interfering with assessments in other criteria.

Albert Einstein					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively					
Frequently	✔		✔		
Sometimes		✔		✔	
Rarely					Errors interfere with understanding

The Riding Lessons

I went to horseback riding camp this summer and I had quite an adventure.

It all started when I first learned how to saddle a horse. I was putting the saddle on, the horse turned its head and looked at me then all of a sudden[Chomp] ouch that hurt! I had teeth marks on my shoulder, but I finally got the saddle on and Lexie, my riding teacher put the briddle on.

When I finally out in the ring, I couldn't on because it was to tall. After I finally got on the horse, by getting my leg up and over. He was all frisky he was jumping around and tossing his head, and he took off with me on his back. I fell off my horse and landed with a thump on the grass in the middle of the ring. I couldn't get back on because my horse was still running around the ring. Lexie caught my horse and helped me untack him and put him in his stable. That was my first day of riding camp for me. The rest of the lessons I did pretty good if I do say so myself. I'm also pretty sure that my riding instructor thought I did pretty good too. By the end of the week I could post trot and was farther then the other kids. I missed my new friends I had made, but I've continued riding and now I'm doing pretty well.

The Riding Lessons

P - Focus unclear. Is this about horseback riding camp or about an unfortunate accident?

O - Lapses affect unity/coherence.

D - Details not elaborated; little indication of narrator's response to the accident.

V/T - Little indication of personal involvement, even though a lot of personal experience is presented.

The Riding Lessons					
	Purpose	Organization	Details	Voice or Tone	G/U/M
Extensively					
Frequently					
Sometimes	✔	✔	✔	✔	Numerous errors are apparent and distract the reader
Rarely					

MICHAEL JORDAN: MY STORY

It all started about four years ago when this kid gave me one of Michael Jordan's basketball cards. After the first card he gave me he kept on giving me sports cards of Michael Jordan, Magic Johnson, and Bo Jackson. But I always liked Michael the best. I don't know what it was that attracted me to him (his bald head NOT!). I just liked him so much. When ever there was something on t.v. about him I was there to see it. I never watched nor understood basketball until he was playing.I was always glued to the t.v. I never missed a game! If there was an article in the newspaper or in a magazine I was the first one to get it. I never missed an article. O.K. one once in a while. All I wanted for Christmas and for my birthday was Michael Jordan stuff. If I only had five dollars to spend on something I really needed, I wouldn't care I'd spend it on a Michael Jordan poster or a magazine that had an article with Michael in it.

My room has always been covered with posters, but the majority was of Michael. I had Michael Jordan posters and articles all over my room.If I didn't have enough space in my room for any more pictures, I'd make sure there was enough room for Michael's pictures.

When I was in sixth grade, I got the Chicago Bulls address from a book. After I sent a letter out, I did not get a

response for a while. Then when I finally did, I was filled with joy. He sent me a picture of himself, and papers for the Michael Jordan basketball camp, which I have wanted to go to for some time. I would still like to go, but it is kind of expensive.

All through elementary school and the beginning of middle school, I was a tomboy. I wanted "air Jordans" and clothes that represented Michael. I wanted Chicago Bulls hats, shirts, sweat outfits, jerseys, etc. When I was in seventh grade, I was going to play basketball, even though my heart never desired to, just because Michael did.When my sister had Michael Jordan articles or just little pictures of him, I would fight with her just to have them. Oh! and then when the movie " Michael Jordan Air time " came out I begged my mother to get it for me. (I still haven't gotten it though, but I'm still working on it.)

I think that my mother had my head, because I was so obsessed with Michael.When she looked at me, she saw a little Michael Jordan.

Then when Michael retired, it broke my heart, because he was my favorite and he didn't have to retire. This would have been his greastest year,and it might even be worth his fourth championship.I know it was a tragity when his father was murdered, and I know it was really hard on him, but he could have kept on going and did what he likes best.

Also when I was in sixth grade people would say to me , "Why don't you just get over him? You're never gonna meet

him." But I know I will someday! That is one of my dreams,to meet him. No one understood how I felt.

Michael Jordan: My Story

P - Author's description of his or her obsession is maintained as purpose/focus of this piece.

O - A few lapses in coherence and unity — see second paragraph.

D - Details are general, not sufficiently specific to rate an "Extensively."

Michael Jordan: My Story					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively	✔			✔	
Frequently		✔	✔		Some errors or patterns of errors are present
Sometimes					
Rarely					

Powers Park

It was over four years ago, on a cold day at Powers Park, when I had an experience that I'll never forget. It was my second year of taking swimming lessons at the park. I was taking my second test so that I could pass into the five to twelve foot pool.

I had to start out diving and seeing how long I could stay under water. The only other people being tested were my sister Jessie and about four other people. They all did okay, but by the time the test was about three-fourths over there were only three of us left in the test. The others had already flunked.

In the last part of the test we were told to do a pencil drop in the twelve foot pool. That eliminated another person. Then we had to dive from the side of the pool and then do the crawl until we got to the rope and then do the backfloat the rest of the way.

When it was my turn, I did a really good dive but I ran out of energy,and I got out of the pool and I tried again. By this time, I was really tired and when I was about three feet from the rope I just couldn't move at all. I couldn't grab the rope or the side of the pool. I could tell I wasn't moving anywhere except down. I remember seeing all the lifegaurds standing around the pool, But I couldn't tell what they were saying. Finally, after what seemed like hours to me, one of the lifegaurds jumped in and pulled me out. Needless to say ~~that~~ I didn't pass the test, but the others did.

Since that day, I've never taken lessons at Powers Park, but I haven't stopped swimming either. I still like the beach and I know I always will.

Powers Park

P - Clear focus on the experience and the effect it had on the narrator's life.

V/T - For an "experience I'll never forget," tone is flat, uninvolved.

G/U/M - What is attempted is achieved, and the piece is an "Extensively" in this category, but it is a notably safe piece of writing.

Powers Park					
	Purpose	**Organization**	**Details**	**Voice or Tone**	**G/U/M**
Extensively	✔				Few or no errors are present; or departures from convention appear intentional and are effective
Frequently		✔	✔		
Sometimes				✔	
Rarely					